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THE ASSOCIATION FOR EDUCATION BY RADIO

The President's Page

I WOULD BE REMISS if I did not begin my first President's Page with an expression of thanks to all my good friends in AER-T who saw fit to confer the great honor of making me their next president. I accept the honor with pride and I promise to do everything possible to justify your confidence. We are fortunate to have had sound and energetic leadership in the past and our new officers and directors can proceed on the firm foundation that has been built by all of you.

The job ahead is not one that can be done by the officers or by a small group of members. It will require the enthusiasm and the interest of every single member to keep AER-T in the foreground at all times. AER-T is no longer a young organization—it has come of age after twelve years. Maturity brings distinction, but it also brings added responsibilities. One of our first objectives must be to solidify our professional position. We have already attracted to our membership some of the top flight men and women in this country from the fields of teaching, of research, and of programming in both radio and television. We must strive to attract more such people, and at the same time to utilize this great reservoir of intellectual integrity and of artistic genius to enhance our professional prestige.

Someone has said recently that the present century in the United States may be known as the beginning of the age of the media of mass communications. The kind of world we make with these media will depend in no small way upon the quality of leadership that can come from an organization such as ours. If we don't make wide use of our talents in AER-T, someone else will!

During our deliberations at the Columbus meeting last month, the Board of Directors adopted a program of vigorous action for the coming year—one that will require maximum participation by a maximum number of members. You will see your first evidence when we resume publication of the

AER-T Journal in the fall. During the summer months the Journal is to have a "face lifting" and is to emerge in the fall with a new format which we hope will provide space for a wider range of reader interest, as well as greater appeal to increasing numbers of advertisers. Dr. Tracy F. Tyler, who has served so faithfully as editor through the years, has agreed to continue as editor-in-chief, but his heavy burden will be lightened somewhat by an active editorial board. Assisting the editorial board will be a committee of editorial advisors who will assume responsibility for procuring articles and other features for publication. The business management will continue under the able leadership of George Jennings, director, Division of Radio and Television, Board of Education, Chicago, Illinois.

The important job of membership chairman has been accepted by Lillian Lee, script editor, Station WABE, Board of Education, Atlanta, Georgia. Miss Lee will bring to the task the kind of enthusiasm and drive that it requires, but she must also have the support of each of us as individual members. The retiring membership committee repeatedly urged each member to assume responsibility for enlisting two new members. Some have met their quota, others have exceeded it. The challenge still stands, however, for those who have yet to meet it. I cannot urge you too strongly to encourage the new membership chairman by meeting the two-by-two quota as quickly as possible.

One of the most gratifying indications of renewed interest in AER-T during the past few months, has been the revitalizing of local Chapters, such as Detroit, St. Louis, and Portland. The Journal recently has carried brief articles describing the scholarship program in Detroit, and the television workshop currently being offered by the St. Louis Chapter. These activities have had a noticeable effect upon new membership enrollments. To further encourage local chapter activity, a new liaison committee is soon to be organized for

the purpose of developing projects and exchanging ideas of mutual benefit.

One of AER-T's most coveted recognitions has been our membership on the Joint Committee on Educational Television—the group that has played such a vital role in defending the special reservation of television channels for education. By recent action of the Board, Dr. Franklin Dunham, chief of radio and television in the U. S. Office of Education, has been reappointed to serve as AER-T representative on JCET for the coming year. In his "swan song" in the April issue of the Journal, retiring president John Crabbe has raised some thought-pro-

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As Your Editor Sees It

THIS IS OUR LAST ISSUE for the current school year. It is hard to believe that another busy year has passed. In the fall, as our new president indicates, we hope to give you an exciting surprise. There will be a new format with pages approximately half the present size and many other new features. Members who have not paid their dues will wish to do so immediately. The Association needs its money and no member would wish to miss the first fall issue.

New FCC Chairman—Rosel H. Hyde of Utah is now the chairman of the Federal Communications Commission. The change was made while Paul A. Walker, former chairman, was in Columbus attending the meetings of the Institute for Education by Radio-Television. The appointment of Mr. Hyde places the chairmanship in republican rather than democratic hands. Mr. Hyde is a career radio man, having served the Commission since 1925, first as an attorney, then as general counsel, and later, since 1946, as a Commission member.

Color TV—Many educators feel that color television will greatly increase TV's value to education. This, coupled with the development of a screen of sufficient size for classroom use, will make TV an ideal educational instrument.

An authoritative statement on color TV by Dr. Allen B. DuMont, a TV pioneer, appears in condensed form in the June issue of *Science Digest* under the title, "What to Expect in Television." The original article appeared in *Popular Mechanics*.

Briefly, Dr. DuMont favors the new tri-color tube now being tested, but he does not believe it likely that the public will be able to buy color sets for 5 or 10 years. He also notes the many improvements made recently in black-and-white TV; indicates the problems which the introduction of UHF channels have created; and predicts that 3-dimensional TV is not likely to reach consumers. Finally, he anticipates greatly improved TV programs over the next five years, as new stations reach the air.

University of Chicago Studies Educational TV—No one interested in educational TV will wish to miss "Television and the University," the report of the University of Chicago Committee on Educational Television. This report, which appeared originally in *The School Review*, has been reprinted in pamphlet form and may be secured from the University of Chicago Press.

This report delves into all aspects of the problem of television from the university angle, ranging from "The University's Objectives in Engaging in Television" to "Some Principles of Operation." The article concludes with a long list of possible programs which are described as "certain seeds of program ideas which some day under favorable conditions may germinate."

California Report—Under the title, *The Governor's Con-*

ference on Educational Television, the proceedings of the California Conference called by Governor Earl Warren and attended by more than 2,000 leading citizens is now available in printed form.

This report contains all of the addresses delivered at the Conference, December 15-16, 1952, together with summaries of the discussions, the reports and recommendations of the various Divisions, and the final recommendations made to the Conference by the Division chairmen.

Because this Conference was the largest and most representative meeting ever held on this subject in the entire nation, the report deserves careful study by all other states as they plan for the use of the educational TV channels reserved for them by the FCC.

Copies may be secured from Roy E. Simpson, Superintendent of Public Instruction, Sacramento, California.

What Will You Find?—Our first article is a resumé of the 1953 Columbus Institute, concentrating, of course, primarily on the general sessions. This summary must suffice until the official proceedings are published. The author is Mrs. Nancy S. Naylor, of Ohio State's Bureau of Public Relations. None was in a better position to prepare this report since she had charge of all Institute publicity.

The public schools of Portland, Oregon, have the unique distinction of being the only school system to own and operate its own AM radio station. Recently this station, KBPS, celebrated its 30th anniversary. This event and something of its achievements, present objectives, and typical programs are reported by its present manager and long-time AER-T member, Patricia L. Green.

A report of how TV assisted the Baltimore schools when they were closed because of a civic crisis constitutes our third article. Arnold L. Wilkes, director of public affairs and education for Station WBAL-TV and a new AER-T member, presents some interesting conclusions reached as a result of the use of two TV hours each morning by the Baltimore schools.

Our final article describes in detail The National Television Review Board, a 13-member group in Chicago, which is doing a constructive job in reviewing and rating TV programs and publishing its recommendations monthly as a public service and as an aid to the industry. This Board is sponsored by *TV Forecast Magazine*. Its chairman is Robert A. Kubicek of the sponsoring company and includes AER-T Business Manager George Jennings.

Signing Off—If this year's *Journal* issues have been helpful, the credit goes to those members who have contributed material. The Editor urges every member to continue such assistance. Don't wait until fall! If you have something to share with other members, send it in now!—TRACY F. TYLER, Editor.

Television Highlights 23rd Columbus Institute

Nancy S. Naylor

Bureau of Public Relations, Ohio State University

THE TREMENDOUS IMPACT of television on American society, in the few short years since the new medium has developed from a novelty into a national institution, was plainly demonstrated in sessions at Ohio State University's 23rd annual Institute for Education by Radio-Television, held in Columbus, April 16-19.

Problems peculiar to television claimed a goodly share of the broadcasters' and educators' attention in the three general sessions and 32 special interest groups at the four-day conference, although those problems relating to both radio and TV media, and radio alone, came in for due consideration.

The general atmosphere prevailing at the 1953 Institute was verbalized by Dr. I. Keith Tyler, Institute director and coordinator of broadcasting activities at Ohio State in this way: "The feeling on all sides seems to be a mutual desire to find ways of making the most effective use of television, which no one can doubt is here to stay. Educators and commercial broadcasters came to this conference to face common problems." In looking backward to sum up the activities and ideas exchanged at the 1953 conference, this seems to be a fairly concise expression of the case. There was much emphasis on what should be done in educational broadcasting, and ways and means of doing it; and less concern with who should do it and why. Commercial stations, as well as educational stations, are planning to do more and more educational programming in the future; and this was clearly evident to the nearly 900 broadcasters and educators who attended the meeting.

At the opening general session on the controversial issue of "The Telecasting of Legislative Hearings," all three speakers more or less agreed that Congress or its committees should and must devise rules of fair play in such telecasting—but otherwise disagreed on many points.

Dorothy Kenyon, New York attorney and long-time board member of the American Civil Liberties Union, told the assemblage she was against extend-

ing the right of television to covering legislative hearings until the individual rights of persons coming before these investigating committees be protected. Witnesses are "badgered," she said, and forced into the position of proving they are not guilty. Sometimes hearings are conducted like trials, she said, although they are not. She observed that television illumined the hearings and their errors with such brilliant success that "the crime is compounded to an enormity." She felt that television should be barred from hearings until a code of fair play is adopted by Congress or its committees.

On this point, the other two speakers disagreed with Miss Kenyon. M. S. Novik, New York radio-television consultant for several major unions, was against waiting until Congress adopted a code before televising hearings, and expressed his conviction that broadcasters have the right to cover legislative hearings, "but also have the responsibility for providing comprehensive, non-partisan coverage."

The third speaker at this session, Edward Stanley, NBC public affairs and education director, likewise called for a code and was opposed to holding up telecasting of hearings until such a code should be adopted by Congress. Stanley said that "since television is, in my view, a full-fledged member of 'the press,' it follows inevitably that it is entitled to the full prerogatives and protections of this American institution." He listed certain objections that have been raised against televising hearings, but pointed out that the TV reporting of the United Nations sessions, utilizing the most modern TV equipment, has in no way interfered with the orderly functioning of that body. TV's function "is to report and that is the right we ask to be unrestricted," he concluded.

An analysis of the influence and scope of educational television in today's world was included in the second general session on the broader question of "The Role of Educational Communications in Society."

In this session, U. S. Education Com-

missioner Earl J. McGrath expressed the general approval of the administration of educational television in his speech on "Education's Opportunities through the Mass Media." Dr. McGrath's address was read by Ward Stewart, assistant commissioner of education, when illness prevented the Commissioner's attendance.

Commissioner McGrath's paper described the progress made in adapting mass media to education as "truly impressive in view of the continuing crisis in the field of education." This crisis is centered, he said, in the dwindling supply of adequately prepared teachers and the lack of school buildings, despite an increase in the number of American school children.

"Television by its inherent ability to dramatize these and other problems may make a unique contribution to their solution. . . . If the American people, through the miraculous face-to-face participation afforded by television, could become intimately acquainted with these problems, I am certain we would be well on the way to their solution," he said. He reported that only 25 of the 242 TV channels reserved by the FCC for educational use had been applied for to date, but that by a conservative estimate probably 25 additional applications would be received by the deadline, June 2. However, he said, "it is most important that these reservations be extended at least for another year and preferably longer" to allow time for communities to become aware of the full significance and potentialities of educational television, and for other reasons.

[Commissioner McGrath's great concern with the needs of American school children was vividly reflected three days after the close of the Institute, April 22, when he resigned his post because of what he called "indefensible" budget cuts which "reduce the quality of education of American children.]"

Ralph Steetle, executive director of the Joint Committee on Educational Television, the second speaker at this session, also touched on the matter of the channels reserved for educators. He

further expressed the opinion that the FCC and Congress "will see that there is sufficient time to develop a significant educational television service across the nation," and indicated his belief that the FCC would extend the present deadline of June 2 to allow educators more time.

"Certainly everyone will concede that an educational institution willing and able to operate one of these special channels should be given the opportunity to do so, even if it takes more time for it to organize than it would take a commercial station," said Steetle. The JCET director hailed the past year as remarkable in the annals of education and cited the support of the nation's press in the fight of the educators for TV, and also saluted the many commercial broadcasters who have aided the cause.

In the closing general session of the Institute, the problems of "Supporting Educational Television" came up for discussion.

One speaker, Erik Isgrig, director of advertising for the Zenith Radio Corporation, spoke in favor of subscription television as a means of financing educational TV activities. "Only a few hours of subscription television programming a day could make educational television completely self-supporting, without imposing additional burdens on the taxpayer," he stated.

This would involve transmitting educational teleprograms over special TV channels which are paid for by the viewer through one of several means—including dropping coins in a meter attached to the machine and feeding the program over telephone lines with fees charged to the telephone bill.

Isgrig declared that subscription television is technically perfected and ready to be put to work. "Engineers at Zenith Radio Corporation have spent the past 22 years pioneering its research. . . . Only two additional steps are needed to put these 'home box offices' to your use," Isgrig told the educators. These were FCC approval of subscription TV, and a special FCC ruling on school use of subscription TV under their non-commercial franchises.

A second speaker, George R. Craig, Pittsburgh attorney, expressed his view that voluntary contributions from the community—and only limited tax funds—should support educational television. Craig is a member of the board of

directors of the Metropolitan Pittsburgh Educational Television Station, which has applied to the FCC for a station construction permit.

Craig reported that this station will be built on the contributions of three foundations, tax funds to be used only for operating purposes, and limited to the financing of programs which are designed for tax-supported institutions, such as programs for classroom use in schools. He expressed the feeling that voluntary contributions would be forthcoming for "everyone who has any concern for education in its broadest sense should be interested in the success of a television station which plans to produce outstanding and varied programs free from governmental controls," he said.

Larry Walker, vice president and general manager of stations WBT and WBTV in Charlotte, N. C., told of his station's experience in helping to organize a local educational television station. Walker is chairman of the Charlotte Educational Television Committee and is on his state's Governor's Committee on Educational TV. His station contributed \$5,000 to the Governor's Committee to support their preliminary studies, while WBT's competitor, the NBC station in Charlotte, donated the land for the station and the use of their tower.

Walker commented in his talk that he felt that "regardless of how anxious to serve they may be, no commercial radio or television station can do all of the public service educational job that needs to be done in a community or area . . . although commercial TV stations, generally, can give invaluable assistance to fledgling educational stations because of their experience, background, and general know-how, which should result in better programming at the educational level at less cost."

Edgar Dale, professor in Ohio State University's Bureau of Educational Research, expressed his preference for tax-supported educational television, as the final speaker in this closing general session, "because some of the most important ideas in the world cannot be communicated at a profit. . . . It is fine that some stations are supported by advertising. All I ask is that there be some stations that are not. I want a multiple choice." Dr. Dale said that he liked "amusing and informative advertising," but warned against "selling

our educational television birthright for a pot of advertising message. If we want to call some of the educational tunes, we must pay taxes for our piper."

At several of the Institute's 32 work-study and special-interest sessions, the profound effects of television on educational methods themselves were shown: in public schools, TV is becoming a powerful audio-visual aid; in colleges and universities, television training is now included in the curriculum; and on the "living room" level, TV is being more and more widely used for adult education.

On this matter of "Broadcasting in Adult Education," at one of the sessions William Hodapp, who is executive director of Teleprograms, Inc., New York, expressed his feeling that "educational broadcasters must continually depend on the know-how and experience of commercial broadcasters who have proved themselves sympathetic to public affairs telecasting."

"Since the most effective approach to adult education on television is to bring showmanship to the telecast of ideas, and make public affairs as absorbing and significant as possible," said Hodapp, "obviously the two elements of educational and cultural institutions and professional knowledge and skill must join."

Robert J. Coleman, director of Michigan State College's WKAR, also had something to say on the subject of adult education by radio and television. He felt that a change in attitude toward adult education by broadcasters could increase its effectiveness, and that education by radio or TV "need not be formal education. I find that most people, even the directors of educational stations, think of educational broadcasts as courses of study." Coleman submitted that "broadcasting can do a job of educating" without any of the mechanics of formal classes, such as curricula, grades, texts, and so on.

The session on "Film Production for Educational Television" brought out ways of using film to make TV a more flexible instrument in classroom instruction, college public relations, and international understanding.

In this session, Prof. Ned L. Reglein, of Indiana University's Audio-Visual Center, said that "the man-in-the-street has a right to know, and should know, about how the nation's schools function."

Tailored to this design, he said, were Indiana's between-the-halves broadcasts at televised basketball games this year, with an estimated audience over WTTV of more than one million. During seven-minute periods made available by the commercial sponsor of the telecasts, the University presented sound films produced by its Audio-Visual Center, showing science education, cultural activities, housing, scholarships, medical and counseling services, and many other University activities.

An interesting demonstration in this session was staged by Julien Bryan, executive director of the International Film Foundation, Inc. After a five-minute period in which a group of seventh-grade school children told Bryan what they knew about China, he showed the children one of his documentary films about that country. After the film and a short discussion, the children were asked what they had learned about China—and their very vivid and exciting spontaneous reactions made for a highly stimulating demonstration, and showed that they had enjoyed the learning experience. The results bore out Bryan's conviction that a careful "live" framework utilized in the classroom before and after showing a film on television proves most effective for teaching purposes.

Broadcasters wanting to know more about their audiences—what kind and how many listeners to their programs—found much of interest in two sessions concerned with different aspects of this problem.

In "Building and Holding Audiences," promotion as an important part of audience development was discussed by Frederic Gregg, director of promotional activities for the Crosley Broadcasting Corporation. Gregg, whose talk was titled "Operation, Impact!," said that broadcasters are "consistently caught with cars uncoupled in their train of programs and usually it is an educational or public service program right in the middle of their weakest or marginal time period when they need audience desperately." He exhorted broadcasters to "promote, exploit, merchandise, and advertise that service program—or else you'll lose a rating-book load of listeners or viewers!" Gregg suggested that contests and gimmicks, although created originally for commercial purposes, could be—and had been, on WLW Television—effectively

used to promote public service programs.

In the same session, Russell C. Mock, of Harry M. Miller, Inc., Columbus, also supported the idea that "many commercial promotional techniques can be used to build audiences for educational broadcasting," and that "certainly not all of the techniques can be used in education that are brought to play in commercial promotion, but many can . . . and most can be adapted to the purpose." He said that "educators relying on broadcasting must remember that they are in the very midst of the most competitive, active, actually cut-throat and promotionally-minded business there is. . . . Talking into a microphone with no one listening at the other end doesn't make too much sense . . . but unfortunately, that is the situation that many educational broadcasters are faced with every day."

The second session chiefly concerned with audience research was the special interest session on "Communications Research." According to Merritt C. Ludwig, director of WOI-TV at Iowa State College, "research can help educators sell worthwhile information and ideas just as it helps advertisers sell soap and beer." He described the results of a WOI-TV audience survey, in which it was found that audience size for educational programs was as great as that for entertainment programs. "Contrary to popular belief, viewers did not turn off their sets when educational programs came on after entertainment shows," he reported. Ludwig suggested a cost-sharing method of paying for audience surveys, and said that "any time you contact the general public in a field survey, there will be other groups who would like to get into the act;" and in this way each participating group could get a better "research bargain."

James Miles, director of Purdue University's station WBAA, went as far as to say that the "future of educational radio depends on accurate and dependable information on its activities and their results." Miles discussed audience measurements and described audience research surveys which have been conducted regularly at Purdue during the past few years. An example was an economical mail questionnaire two years ago, which produced returns which varied only slightly from those obtained from the interview method. He warned that audience research, however, should

be "of a highly controlled type."

Charles P. Paterson, director of radio at St. Louis University, in an Institute "Clinic for Campus Stations," urged that educators "should keep the possibility of sponsorship in mind when planning sustaining campus radio programs. . . . All programs should strive for . . . and, if possible, exceed . . . the quality achieved by the best of sponsored shows," said Paterson. "Like it or not, program directors must face up to the competition provided by such programs."

In another session, on "Broadcast Problems of Teacher Training Institutions," Tracy F. Tyler, associate professor of education at the University of Minnesota, commented that "there is nothing to be gained from attacking or complaining about effects on boys or girls of modern media, such as television, radio, movies, and comic books." Tyler said these media are here to stay, "and our responsibility, as teachers, is to prepare our students to use them more wisely." A major problem, according to Dr. Tyler, is "to provide the prospective teacher with such techniques as he needs so that he, in turn, can teach boys and girls appreciation and discrimination in the selection and use of radio and television programs."

Mrs. Gertrude G. Broderick, radio-TV education specialist in the U. S. Office of Education, reported in a session on "High School Radio and Television Workshops," for which she served as chairman, that "the average high school student in one year spends as much time listening to and viewing radio and TV programs as he does in school." She said that if it is agreed that the school should help the child interpret his out-of-school experiences, "it follows that there is value in developing a greater awareness of such influence." High school radio-TV workshops, according to Mrs. Broderick, have "definite values not only as a challenger of creative abilities, but as a channel for providing experiences that in turn make for a more intelligent response to a major influence in modern life."

Sharing speaking honors at the Institute's annual dinner were Paul A. Walker, whose resignation as chairman of the FCC was announced the very afternoon of the day of the dinner by President Eisenhower, and Henry Cas-

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KBPS Lights Thirty Candles

Patricia L. Green

Manager, Station KBPS, Portland, Oregon, Public Schools

FIVE YEARS AGO as a newcomer to KBPS and the *Journal of the AER*, the writer penned a few words on the occasion of the Silver Jubilee of Radio Station KBPS. The article was titled "I Have Inherited a Monument," and chronicled the twenty-five year history of this unique AM radio station, and of those individuals who had pioneered in its growth. Now, five years later, we take pen in hand to add "a five year layer to that monument," and to describe the recent lighting of the thirty candles in its honor.

Much has happened since March 23, 1948 when KBPS saw the turn of its first quarter century in educational broadcasting. Let's take a look at some of the new developments, but first a few facts about this "Radio Pioneer."

KBPS is the only AM station in the nation owned by a school district and completely high school student-operated. It is located in the Benson Polytechnic high school, an all-boys high school, and was purchased with Benson student body funds thirty years ago, beginning broadcasting on March 23, 1923. By 1939, the use of the station by both the schools and the community of Portland had grown to such proportions that the Portland School District took over the financial and administrative support of the station with the employment of the first station manager, Hazel Kenyon Markel. Mary Elizabeth Gilmore was "the second to command," and the writer is the third. In the fall of 1948 the Department of Instructional Materials was created and KBPS was placed in it as its Radio Division. This past year A. Kingsley Trenholme has been acting-director of the Department of Instructional Materials.

In 1950, KBPS installed a new transmitter which boosted its power from 100 to 250 watts and a new 200 foot tower was erected. The new transmitter was partially student-built under the supervision of the KBPS engineer, Charles Weagant.

At that same time the FCC gave the station permission to increase its time

on the air to a 12 hour broadcast day from 10:00 a.m. to 10:00 p.m. With the added broadcast hours, KBPS increased its staff to include an assistant to help with the development of more high school and adult programs, and a traffic clerk. This was in addition to the already employed manager and secretary. It is evident that much student help has been necessary to augment such a small program staff, and this help consists entirely of high school students.

The technical operation of KBPS is done by the boys of the Benson Polytechnic high school who are majoring in radio. These students are trained in combination announcing and control board work, and they handle the technical operations during its daily 12 hours on the air. The station broadcasts only on school days. Students learn production techniques, mike set-ups for studio and remote broadcasts, how to tape and disc record, and all the varied skills necessary in the operation of a radio station. A full-time engineer and transmitter operator are the only two paid technical employees.

Many Benson students learn transmitter operation and earn their first class broadcast tickets while members of the KBPS student staff. This is a feat considered by many to be accomplished in most cases only by college, or post-high school students. There is hardly a station in the Northwest which does not have a former KBPS staff member working in its technical or announcing department. Non-radio students from Benson, as well as from all the other eight city high schools, serve as assistants in music, traffic, news-casting, sportscasting, and announcing. KBPS student sportscasters "cover the game of the week" each Friday in the three major sports—football, basketball, and baseball. Sportscasters are chosen by auditions of students from all high schools.

All students in the Portland public schools participate in programs broadcast by the station. Many original programs written by both elementary school children and high school radio

workshop groups are aired. Broadcasts are usually outgrowths of classroom learning experiences and some come from special school activities.

Community groups in Portland make wide use of the station's facilities. Among these are the Mental Health Association, the American Association of University Women, Portland's PTA, Girl Scout, Boy Scout, and Camp Fire groups. The Junior Red Cross, the Portland Art Museum, the Portland Civic Theater, the Park Bureau, and Civil Defense authorities are among those also utilizing KBPS program time.

Signing on at 10 o'clock each morning, the station devotes its in-school hours to programs planned by teacher-committees and subject-area supervisors to enrich the learning experiences in the classrooms. Broadcasts are planned for use by teachers on almost every grade level and in almost every subject area. Commercial stations in Portland have long and generously contributed to the KBPS program schedule through the writing and production of in-school broadcasts planned by KBPS personnel and by teacher committees. Radio stations KEX, KGW, and KOIN all prepare programs which are tape-recorded and then broadcast by KBPS.

A well-liked program for primary children in the area of music appreciation and rhythms is *Fun with Music*. Juanita Wolff, consultant in music, writes and produces this weekly favorite. KBPS rebroadcasts several of the KOAC, Oregon School of the Air programs each week, as well as utilizing this past year three series from the NAEB Tape Network in-school program series. Some of the in-school broadcasts are repeated, thus permitting teachers to have a choice of listening times.

Here is a typical KBPS broadcast day:

- In-School
10:00 Hello There—school and community news
10:15 *Our Town—3rd grade social studies
10:30 *This Land of Ours—5th grade social studies
10:45 *Making Friends with Science—primary science

- 11:00 Old Tales and New—elementary school production
 11:15 Bill Scott, Forest Ranger—E.T.
 11:30 Netherlands Composers—E.T.
 12:00 Luncheon Concert Music—rec.
 1:00 Mr. President—upper grade social studies
 1:30 *Fun with Music—primary music and rhythms
 1:45 *Pan-America—6th grade social studies
 2:00 *The Old World Today—7th grade social studies
 2:15 *Let's Be Healthy—4th, 5th health series
 2:30 *The Distant Lands—intermed. grade social studies (NAEB)
 2:45 Kid Critics—intermed. grade book discussion
 3:00 Adventures in Research—E.T.
 OUT-OF-SCHOOL
 3:15 The Musician Comments—(adult, NAEB)
 3:30 Concert Hall (hour of classical music)
 4:30 The UN Today (adult news of UN)
 4:45 The Story Box—(favorite stories for little folk)
 5:00 After Hours (high school news, interview, disc jockey)
 5:30 POPS Playhouse (high school workshop plays)
 6:00 Dinner Music (uninterrupted dinner music)
 7:00 People Under Communism (NAEB)
 7:30 The People Act—E.T.
 8:00 Parent Time—(adult family life supervisor and panel)
 8:15 Classic in Music—(classical music concert)

*Repeated on other days.

With the advent of KBPS' extension of its broadcast day into the evening hours in March, 1950, and the growth of the NAEB Tape Network broadcasts for adult listening, many hours of fine adult programs have been added from the NAEB Network. Other evening programs for the KBPS adult listening schedule are planned with the help of the schools' administrative staff, supervisors, teachers, and community groups. This development and expansion of the KBPS adult listening schedule constitutes the most recent chapter in the KBPS thirty year history. The station looks forward to using more of the NAEB adult series and those new offerings which are to come from other countries. No definite plans have emerged as yet for KBPS television activities, but it is hoped these may be included in a "future chapter."

During the special two-hour "30th birthday program" broadcast by KBPS on Monday evening, March 23 at 8:00 "the KBPS story" was "told" by civic leaders, school people, and students. The anniversary ceremonies featured speeches by Mayor Fred L. Peterson, Superintendent of Schools Paul A. Rehms, Ex-School Board Chairman James Yeomans, President William

McCready of the Oregon State Broadcasters Association, and other dignitaries representing the state, the community, and the school system. Elementary and high school orchestras, bands, and choral groups plus individual musicians contributed musical tributes.

Each facet of KBPS' varied broadcast schedule was described through dramatic programs, interviews, and panel discussions. Elementary teachers and principals told of their use of KBPS programs in the classrooms, high school students discussed the role of the station in their lives, and parents and adult leaders of the community analyzed the contribution of KBPS to Portland's adult listeners. Rounding out the program, members of the student staff of the station described the responsibilities they carried in their operation of KBPS. The KBPS 30th birthday party was a gala event covered by feature stories in both the city's newspapers and in the radio and TV columns. During the day the city's commercial radio stations and Portland's pioneer UHF-TV station, KPTV, aired and telecast warm and gracious "30th birthday salutes." Manager James Morris of KOAC, the Oregon State station in Corvallis, Oregon, also sent greetings. Thirty candles were really "lighted" for KBPS!

In conclusion, many of us throughout the nation have been "dealing in the past twelve months with the monster television," as John Crabbe wrote on the President's Page in the *Journal's* April issue—"a monster only because it seems to require much of our energy to bring it under control and to make it work for the best interests of education." Mr. Crabbe further developed his message by commenting "... at the Columbus Institute, radio will come in for a large amount of consideration in our deliberations. This is sufficient proof, without citing all the other evidence available to us, that radio is still an important vehicle that will always require our constant attention if we are to assume its continued application in those situations where it can serve best." To the writer, these foregoing statements seem particularly apt, for she, too, has been involved in thinking and planning ahead toward the utilization of "the monster television," but in the midst of such considerations she has planned and participated in the observance of the 30 year milestone in

the life history of the second oldest radio station in its community. She has seen "KBPS, the Voice of the Portland Public Schools, 1450 on the dial in Portland, Oregon"—an Oregon pioneer, and the unique AM school district station-pioneer in the nation—begin another decade of broadcasting service to its schools and its community.

[concluded from inside front cover]

voicing questions concerning the part which AER-T can play in developing television as an instrument of education. Some of the answers will be found, we hope, as a result of cooperative action by constituents of the JCET.

Educational radio is likewise a matter of concern to our members. With nearly 150 educational radio stations now in operation, and with countless numbers of classroom teachers regularly utilizing radio and recordings as teaching tools, AER-T must assume its rightful share of responsibility to further the learning process through radio.

These are but a few of the ideas that grew out of our meetings in Columbus. Others will be announced after more thoughtful consideration. Meanwhile, let us have your letters suggesting ideas for developing the kind of AER-T program which will best meet your needs. —GERTRUDE G. BRODERICK.

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sally, NBC commentator and foreign correspondent, who gave a talk on "The Way the World Looks."

In his speech on "The Role of Federal Regulation of Broadcasting in Our American Democracy," Walker recalled some of his experiences in his 19 years of service with the FCC. He said the Commission has, since its establishment, been emphasizing the responsibility of the industry to operate in the public interest, and not on censorship. "I feel we have not done our job so badly," he said. "I hope the day will never come when this or any other governing body is given a supply of blue pencils and turned loose on the industry."

Walker said that educational institutions cannot afford to lose their opportunity of launching television education, also referring to the June 2 application deadline. He said he appreciated "full well the problems and obstacles that confront you and that it will take many of you a longer period of

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Baltimore School TV Use Evaluated

Arnold L. Wilkes

Director of Public Affairs and Education, Station WBAL-TV, Baltimore, Maryland

FOR THE PAST SEVERAL YEARS, WBAL and WBAL-TV have had the pleasure of originating education on both radio and television. We were long ago convinced of the value to be afforded to the classroom teacher by the addition of this new medium, but to convince the teachers and the administrators of the Baltimore Board of Education, WBAL purchased TV receivers for use in a few lucky Baltimore schools and over a period of several years has consistently offered more time than the educators could use to produce programs viewed by the public and the students.

With the background of this experience it was not unusual that WBAL and WBAL-TV, with the Baltimore Department of Education, were able over night to enter into emergency operations during a civic crisis which closed the city schools.

DeLancy Provost, vice president of the Hearst Corporation, resident in Baltimore, was the first to offer the school board three hours daily for televising Baltimore classroom activity. The educators accepted two hours each morning. It was not intended that these programs were in any sense replace normal classroom instruction, rendered impossible during the emergency, nor was there any time to rehearse or to prepare pre-program material for the viewers.

The students, during this special series, also were bereft of follow-up material which is made available for them in our regular educational programming. It is to be remembered also that the teaching methods used during emergency programs were not specifically designed for the medium of television. We anticipated serious traffic problems in the studio. Each person involved in the procedure had a common conviction of what we wanted to do and the hope that we could do it.

Following is a list of decisions, convictions, and results as taken from an evaluation from the Baltimore Board of Education, answers received from over 50,000 surveys distributed, and remarks submitted by a representative of the National Citizens Committee on

Television and Education for the Ford Foundation:

[1] The programs ranking highest in the opinion of over 46,000 boys and girls were television lessons in science and language arts. Each of these programs strongly emphasized "demonstration."

[2] All programs were well covered by the television audience which was almost six times the size of the radio audience. Sixty-four per cent of the students felt that they actually learned something. We believe that this figure would have been greatly increased had the program not been of so general a nature and if the children had been permitted our usual habit of supplying them with previous information.

[3] Success of an educational program appears to depend not only on content, but also to the extent to which the home audience is involved. It is better, therefore, for the teacher to teach toward the camera than to watch an exhibition of her teaching to the students. We agree, however, that we do like some students on the set, but we try to keep it to a maximum of four or five.

[4] If lessons involving specialized skills are given, we found that they should be labelled very definitely for specific grades. Several of our programs seemed to be above or below the students' interest, capabilities, and previous work. It is difficult to find a common denominator within elementary or secondary groups, but this could be decided upon if the programs are presented as a result of community organization and agreement.

[5] Another serious deficiency was that we allowed no time for rest and relaxation. Each morning we presented five classes back-to-back with yours truly serving as a "recess man," whose duties were to give station breaks and ad lib only so long as it took one teacher to pick up students and equipment and allow another unit to take her place. We were proud that this interval never took over 1½ minutes. We know now that the viewers need complete release from the television screen for a longer period in between classes.

[6] It is to be recognized that television is not a medium to allow for personal participation on the part of the young viewer. He can mimic and participate in demonstrations provided there is pre-program planning and only with the most elaborate technical setup can there be an opportunity for children at home to ask questions of the TV teacher. I do not feel that this is a serious detriment to television teaching, but merely one of the important characteristics of the new medium with which we must cope.

This series showed graphically that teachers need training in the use of visual aids to adequately exploit the visual possibilities or requirements of television. The programs that did so freely received universal acclaim, particularly those which presented personalities, skills, and materials which could not be easily obtained for so many people by any other means. The close-up shot is definitely one of TV's greatest offerings

to education.

I wish to quote these few sentences from the Ford Foundation report which I think have extreme significance.

The most important single fact about the emergency program is that it was done at all. It proved that educators need not stand idle during any emergency. Civil Defense authorities can begin to plan an educational program in the event that schools are closed. The Baltimore experiments prove that education can continue under such circumstances and points strongly in the direction of how best to educate by TV.

Although TV education is not a supplement to normal classroom procedure, a corollary is that where the individual pupil is for any reason unable to participate in normal schooling, he need not now be cut off from any educational procedures provided he has access to TV.

For future planning, these rules may be followed.

[1] Everyone involved in an educational TV program should agree on what the program is to accomplish.

[2] The old-fashioned commercial technique of seeking the lowest common denominator will not work.

[3] Programs designed for elementary school level can be short, hard hitting programs—complete in themselves. Older students and adults only can utilize long programs or successive ones.

[4] Means must be found to heighten the students' sense of participation and to utilize every audio-visual aid already available. This job can be made easier by full realization of the possibilities of television.

[5] One of the greatest drawbacks in modern TV teaching is the teacher untrained in TV technique. Too many faculty members are rotated on TV programs with the result that any one teacher cannot profit by her own experience. If the educators feel that TV has any value, television teachers should be provided to learn what we know to be a highly skilled craft.

From the television studio, we are anxious for you to know that we thoroughly respect the scholastic ability of the TV teacher. She will be a teacher first and a performer second, but always all teacher.

On the morning that one of our classes returned to their school building following emergency week, at 10:00 a.m. following the usual recess, half the class was missing. The teacher found them around a nearby TV set watching the science class to which they had become accustomed.

The National Television Review Board

THE NATIONAL TELEVISION REVIEW BOARD, founded in 1950, is an independent group of private citizens. It reviews and rates television programs each month. These findings are published monthly as a public service and as an aid to the industry.

The NTRB Code—We believe that the dynamic and tremendous influence of television should be directed toward information and education as well as entertainment.

We further believe that the aim of television should be the betterment of citizens everywhere, that the eventual purpose of this great communications medium should focus its main attention on basic natural values—the dignity and integrity of man, the existence of God, the love of, and loyalty to, family, church, country, and one's fellow-man.

We believe that laughter and fun are necessary to the enjoyment of life.

We reject the idea of absolute censorship. We prefer a sense of responsibility on the part of those who present television programs. We as citizens therefore present this guidance list of television standards for the benefit of stations, networks, agencies, sponsors, producers and performers.

Ratings—"Approved"—Either entirely wholesome, adequately wholesome, completely harmless, or sufficiently harmless, "Variable"—Offensive, either as a regular minor part of a program, or occasionally offensive as the performers and/or program content change from week to week. "Objectionable"—Completely harmful or offensive, or sufficiently harmful or offensive as to dominate the program theme.

Classification—"For Children and Family" or "For Adults"—Programs are classified into two categories, depending upon whether, in the Board's judgement, the program is aimed at children or adults.

In general, the Board recognizes that some programs are dull, some mediocre, and some interesting. In no instance will the Board attempt to provide professional criticism of technique or presentation. In all cases, the fundamental question will be: "Is this show good for ourselves and our family?"

Objectional Material—The Board, in rating programs, has established the

following list of objectionable elements:

[1] Immoral, lewd, and suggestive words and actions, as well as indecency in dress.

[2] A deliberate presentation of vulgar and sordid situations.

[3] Irreverence towards religion or patriotic symbols where it is not essential to a dramatic situation.

[4] Excessive bad taste in words and actions, deliberately projected for their own effect.

[5] Excessive frivolity concerning established traditions of family authority and customs.

[6] Malicious derision of racial or national groups.

[7] Undue glorification of criminals and undesirables.

[8] Excessive violence, bloodshed, and cruelty.

[9] Excessive noise, confusion, and tumult to a point where it disrupts normal family relations.

[10] Any ideas, situations, or presentations that essentially injure the dignity of God and mankind and the inalienable right of human integrity.

[11] Shows which tend to glamorize false values.

[12] Disloyal or subversive sentiments which might injure the United States.

Present NTRB Members—David Balkin, Mrs. Frances Clow, Samuel A. Culbertson II, Mrs. Byron Harvey, Jr., Dr. Kenneth Hildebrand, George Jennings, Robert A. Kubicek, *chairman*; Rabbi Philip L. Lipis, Judge David R. Mandell, the Reverend Donald Master-son, Helen Mawer, *secretary*; Mrs. Willfred G. Moore, Sr., Martin O'Shaughnessy.

Sponsor—The NTRB is sponsored by *TV Forecast Magazine*. However, the views of the members of the Board do not necessarily reflect the opinions of the sponsor. Headquarters of the NTRB are located at 185 North Wabash Avenue, Chicago 1.

You Can Help—Everyone should be interested in better TV programs. Why not review the NTRB ratings,

take an active interest in TV programs with all members of your family, form discussion groups at clubs and PTA's, and support the NTRB Code?

[concluded from page 90]

time to complete your plans than is the case with commercial applicants for television facilities. But I urge you as forcefully as I can to move ahead as rapidly as possible. For only a channel in use—as against one still "reserved"—can bring the American people the valuable types of educational programming of which you are capable," he told the educators.

Walker's concluding remarks might serve as a fitting close to the 1953 Radio-TV Institute. He said: "Of course, once you get your educational stations built and on the air your job will have only just begun. You will then merely have the tools with which to work. It will then be up to you to use those tools to the best advantage of the public. For remember, that as educational broadcasters, you, too, have an obligation to operate your stations in the public interest. And that highlights the importance of this annual conference which is concerned with techniques of educational broadcasting. The interest you display in striving to perfect the best methods for bringing to the American public the fullest measure of benefit from educational television is most heartening. It inspires in me a firm conviction that we did not act in vain when we made the educational reservations and that our action will result in a lasting and significant contribution to radio and to American democracy."

Availabilities

Prepared by Gertrude G. Broderick

Publications

CMC Sales Catalog 1953—This publication has been released by the Center for Mass Communication, Columbia University Press, 413 West 117th Street, New York 27. CMC is a non-profit production and distribution center for educational television and radio programs, films, recordings, comic

books, pamphlets, posters, and other materials in the "mass media," generally produced under sponsorship of voluntary agencies, government agencies, foundations, and business firms. The new catalog lists items in all media, together with directions for purchasing or renting. AER-T member, Erik Barnouw, is editor of the Center.

Bibliography on Unesco Publications—Unesco's Mass Communication Clearing House is presently distributing its No. 4 issue of a bibliography of publication on the entire field of mass communication. It should be of interest to all who work in that field, whatever their specialized interests. The headquarters office in Paris indicates a willingness to add to their mailing list the names of those who request it. Name, title or occupation, and mailing address should be included in the request, together with designation of special interest [press, film, radio, television, audiovisual education, professional training, etc.]. Address, Department of Mass Communications, Unesco, 19 Avenue Kleber, Paris 16e, France.

Teaching with Radio, Audio, Recording, and Television Equipment—This is the title of the latest of four publications to be issued by the Joint Committee of the Office of Education and the Radio-Television Manufacturers Association. Present booklet is aimed at acquainting teachers with instructional techniques and procedures applicable to the use of all types of communications equipment. Should also be

useful as a guidebook on instructional methods for the classroom teacher and the supervisor of in-service training programs. Teacher requests for free copies, in reasonable quantity, should be directed to the Radio-TV Services, Office of Education, Washington 25, D. C.

Your Pupils and the Coronation—This is the title of a teacher's guide for television viewing, classroom activities, and related studies concerning Queen Elizabeth's coronation. Prepared by the Citizenship Education Project, Teachers College, Columbia University, in cooperation with CBS Television, the guide suggests many activities for use by junior and senior high school teachers after they have adapted them to their own needs and interests in the social studies, English, the language arts, music and art. Pupils who see the coronation ceremonies on television will find these activities helpful. Since the coronation year extends through 1953, the materials will have continuing value during the coming school year as post-coronation events occur in the United Kingdom. Copies are to be made available through local CBS television network stations throughout the country.

Jennie M. Clow
Teacher
Detroit
Foch Intermediate School
Detroit
Margaret Glynn
Teacher
Detroit
Geneve Johnson
Teacher
Sherrard Intermediate School
Detroit
Leontine R. Keane
Station WJLB
Detroit
Florence Markhart
Teacher
Burrhoughs Intermediate School
Detroit
Monica Mullally
Teacher
Roosevelt School
Detroit
Bertha Novick
Teacher
Detroit
Edward Stasheff
Dept. of Speech
University of Michigan
Ann Arbor
Bernice M. Frederick
Teacher
Detroit
Elizabeth E. Martinez
Teacher
Detroit
Ruth Mulvena
Teacher
Detroit
Hilda Humphreys
Teacher
Highland Park

Minnesota

Radio-TV Education Bureau
St. Paul Board of Education
Grace Stevenson Long
Minneapolis
Clarissa Sunde
Board of Education
Minneapolis

Missouri

Rev. James E. Hoflich
Supt. of Parochial Schools
St. Louis

New Jersey

Lawrence Hollweck
Radio Corporation of America
RCA Victor Division
Camden

New York

Marjorie L. Craig
Director
School Health Bureau
Metropolitan Life Insurance Co.
New York
Rev. Leo McLaughlin, S.J.
Director
Station WFUV, and
Chairman
Communications Arts Dept.
Fordham University
New York
Mrs. Esther Speyer
Metropolitan New York
Audio-Visual Ass'n
New York

New Members in April

THE MEMBERSHIP COMMITTEE continues its efforts and reports 51 new members since the listing in the April issue. Mrs. Gertrude G. Broderick, our new president, and William D. Boutwell, our new first vice-president, who now step out as co-chairmen of the Membership Committee, deserve congratulations.

California

Frank George
Station KLON
Long Beach Board of Education
Sacramento State College

Florida

Capt. Clint Johnston, USAF
Chief, Video Production Branch
Air Photographic & Charting Service
Orlando Air Force Base
Roy A. McGillivray
Ass't Prof. of Speech and
Director of Radio
University of Tampa

Illinois

Arlene N. Byrene
Radio-TV Director
Lake Forest College
Edwin H. Cohen
TV Forecast Magazine
Chicago
Richard D. Johnson
Supervisor of Radio and TV
Illinois Institute of Technology
Chicago
John R. Miller
Deputy Director
Chicago Natural History Museum

Indiana

Jack H. McKay
Director
Audio-Visual Center
University of Notre Dame
Juniata J. Rucker
Director
Station WYSN
New Castle Public Schools

Iowa

J.-hn R. Winnie
Associate Professor and
Chief of TV Production
Television Lab
State University of Iowa
Iowa City

Maryland

Arnold L. Wilkes
Dir. of Public Affairs and
Education
Station WBAL-AM-TV
Baltimore

Massachusetts

Theresa A. Mors
Director of Radio
Bradford Junior College

Michigan

Cleveland Intermediate School
Detroit

Ohio

Franklin H. Knower
Ohio State University
Columbus

Mrs. Margaret C. Tyler
Supervisor
Ohio School of the Air
Ohio State University
Columbus

Ray A. Barnhart
Marietta College

Oklahoma

Margaret Siegley
Ass't Dir, Radio and TV
Oklahoma City Public Schools

Oregon

Velma Jansen
Portland
Luke Roberts
Education Director
Station KOIN
Portland
Station KOIN
Portland

Pennsylvania

Berwyn Collentine
Radio-TV Division
Temple University
Philadelphia
Margaret M. Kearney
Education Director
Station WCAU
Philadelphia

Rhode Island

Thomas M. Robertson
Manager
Station WPITL
Providence Bible Institute

Texas

John Schwarzwald
Chairman
Radio-TV Department
University of Houston
Dr. Harold E. Wigren
Director
Audio-Visual Education
Houston Public Schools

Washington

Mrs. Wana B. McDole
TV Coordinator
Seattle Public Schools

Wisconsin

William H. Allen
Ass't Prof. of Education
University of Wisconsin
Madison
Leslie Spence
Wis. Ass'n for Better
Radio and TV
Madison
H. L. Ewbank
Chairman
University Radio-TV Committee
University of Wisconsin
Madison

Luke L. Roberts, Station KOIN, Portland, discussed the topic from the standpoint of commercial stations and John C. Crabbe, Station KCVN, College of the Pacific, from that of educational stations.

The concluding general session was devoted to "Training for the Profession." Harold Livingston, Oregon State College, was chairman. Other members of the panel were: William Sener, University of Southern California; Tom Rishworth, Station KGW, Portland; Jack Moys, Station KPOJ, Portland; and Glenn Starlin, University of Oregon.

The Conference voted to have the 1954 meeting in San Francisco, with Al J. McNay, Standard Oil Company, as chairman. Other 1953-54 officers are: Dale H. Anderson, San Francisco State College, secretary-treasurer; Ken Dragoo, San Francisco public schools, public relations; and James M. Morris, Station KOAC, Corvallis, past chairman.

Events of Significance

Western Radio-TV Conference

The sixth annual Western Radio-Television Conference was held in Portland, Oregon, March 5-7, 1953. Conference Chairman was James M. Morris, program manager, Station KOAC, Corvallis, Oregon, assisted by a Board of 21 directors representative of the entire region. The general sessions were held in the Portland State Extension Center Auditorium.

The purpose of these annual conferences is to bring together in the Western states "all who share an interest in the greater use of radio and television in the public interest." The 1953 Conference drew an attendance of some 150 individuals, including representatives from commercial and educational stations, community groups, and educational institutions.

Three outstanding authorities from outside the region made important contributions to the program: Martha Gable, director of radio and television for the Philadelphia public schools, addressed two sessions. At the annual banquet she discussed "Radio and Television in the Classroom." And at the luncheon meeting the next day her topic was "What Television Means to

You."

Luella Hoskins, consultant on radio and television, Junior Leagues of America, developed the theme, "Radio-Television in the Community." This was further discussed by a panel which included a representative of the National Citizens' Committee, Harrison McClung.

One general session was devoted to a showing of video recordings, with Allen Miller of Station KWSC, Washington State College, as discussion leader. This was followed by a social hour sponsored by the Oregon Chapter of the AER-T.

Another general session was devoted to "What Students Are Doing," and was in charge of Daphne Dodds, Eastern Washington College of Education. She brought with her 22 of her radio students and they presented a radio script, "This Is Your Life," depicting a radio student's life at Eastern. A dual mike setup was used for the show as were transcriptions and a professional turntable. The show was partly recorded on tape with live acts intermingled in the production.

A third general session was devoted to "Programs in the Public Interest."

1953 Scholastic-AER-T Awards

At the AER-T annual luncheon in Columbus, Ohio, on April 18, Olive McHugh of Toledo, Ohio, announced the names of student script writers who are winners of awards in the radio division of the 1953 annual Scholastic Writing Awards. AER-T co-sponsors the Awards with Scholastic Magazines.

From more than 200 scripts reaching national headquarters the judges gave top honors to five and honorable mentions to eleven. Names of student writers, their teacher sponsors, and schools appear below. This year for the first time the judges did not distinguish placements of the top scripts. Each of the writers receives \$25. Judges this year were radio writers Lucille Fletcher and Phil Leslie [Fibber Magee and Mollie], and Mrs. Gertrude G. Broderick, new president of AER-T.

First Awards—Ronald C. Neubert, Denby high school, Detroit 13, Michigan. Teacher: Jackson L. Rosecrance.

Sue McCluskey, Helena high school, Helena, Montana. Teacher: Doris Marshall.

Patricia Dei, St. Joseph high school, Pittsburgh, Pennsylvania. Teacher: Sister M. Rosalie, S.C.

Ann de Laval, Mt. Lebanon high school, Pittsburgh 28, Pennsylvania. Teacher: Nelson Mills.

James Kalish, Cleveland Heights

high school, Cleveland Heights, Ohio. Teacher: Zora Rashkis.

Honorable Mentions—Thomas J. Walsh, Gonzaga high school, Washington, D. C. Teacher: James Di Giacomo, S.J.

Barbara Leiman, Port Richmond high school, Staten Island 2, New York. Teacher: Anna M. Heine.

Robyn Linton Cotner, Wilmington high school, Wilmington, Ohio. Teacher: Esther L. H. Williams.

Barbara Coop, Burlingame high school, Burlingame, California. Teacher: Fern Harvey.

Carol Luse, Redford high school, Detroit, Michigan. Teacher: Donna Dilsworth.

F. David Turchik, Fairfield college preparatory school, Fairfield, Connecticut. Teacher: Fr. F. W. Blatchford, S.J. Janice Kay Speight, Burlingame high school, Burlingame, California. Teacher: Fern Harvey.

Myrna Lois Hage, Metropolitan Vocational high school, New York, New York. Teacher: Alan A. Weiser.

David L. Mitchell, Bethlehem Central high school, Delmar, New York. Teacher: Gladys Skevington.

John Edward Anderson, Warren Central high school, Indianapolis, Indiana. Teacher: Lola L. Pence.

Joan Gancher, Central Catholic high school, Reading, Pennsylvania. Teacher: Sister Rene, S.C.C.

with the cooperation of local dealers, were able to have assembly rooms specially equipped with television receivers for the benefit of senior students.

Notices and letters were sent to 750 high schools by both Texas Tech and KDUB-TV so that schools within signal range could make preparations to receive the programs. Follow-up questionnaires are now being prepared for an actual count and recorded responses from the schools.

An estimated 8,000 man-hours went into the production of the five programs by 300 people from both the college and Lubbock. The entire series was produced and directed by W. Ferron Hallvorson, assistant professor of speech in charge of radio and television at Texas Tech.

The week's marathon was designed to assist the high school seniors' thinking as well as that of the general public with the offerings and services to be found in a typical college or university. Through scripted interviews, discussions, skits, demonstrations, animated illustrations, puppet acts, etc., an effort was made to provide answers to questions that confront almost every young person.

It was pointed out by both the educational and practicing business and professional authorities appearing on the guidance series that the choice of a career is not an easy one and it is not a decision to be made hastily. A point also included was that amid all the uncertainty of the times there is one certainty: the sooner a young person decides what he would like to do, the sooner he may concentrate upon the knowledge and training that will be most helpful to him in the future.

Children's Programs on WMCA

Every Thursday afternoon, at four o'clock sharp, an expectant hush settles in the story-telling room of one of the branches of the Brooklyn Public Library. Eyes are turned towards the mysterious portable instrument set up on a table and upon the man in earphones sitting behind it. Its purpose is explained to the youngsters filling the room who have assembled here for their favorite pastime: it is the tape-recorder made ready for today's half-hour of story-telling. A word of warning about scuffling feet and scraping chairs, giggling and whispering, a brief rehearsal of the children's greeting that opens and closes each program—and the reels start

Notable Programs

"American Inventory" Renewed

NBC's weekly experimental venture into adult education by television, *American Inventory*, has been renewed for an additional 39 weeks, according to a recent announcement from the Alfred P. Sloan Foundation, with whose cooperation the series is presented.

Outlining the program's goals for the coming cycle, William Hodapp, executive director of Teleprograms, Inc., and producer of "Inventory," said: "Television admittedly can report superbly. But it has an additional important function. Reporting alone is not enough. The TV medium can interpret more dynamically than any other medium. It can, for example, interpret factors which involve our American economic behavior, but it must succeed in explaining plainly to someone other than the economics expert what these factors are."

In line with this view, the program will, during the rest of the year, experiment with new techniques both of presentation and interpretation. The program's viewers can look for:

[1] More "pilot" telecasts, showcasing programs in the public service field for possible commercial sponsorship. Among these will be a program devoted to newly developed techniques of crime detection, to be produced in collaboration with a leading Eastern university.

[2] An exploration of the whole area of agricultural television in an attempt to develop a good video farm program series.

[3] Experimentation in the field of cartoon features, the first of which will deal with the subject of profits.

[4] More stress on what the "Inventory" staff calls "the suggestive historical approach," recreating history by props rather than by elaborate settings. A recent example of this on the "Inventory" series dealt with the subject of credit, with some of the actors wearing medieval Florentine costumes over partly visible jeans [or tweeds].

[5] Additional stress on "community action" themes among them stories on Colby College in Maine, on teen-age groups in Westwood, N. J., and Mineola, N. Y., on volunteer firemen in St. Matthews and Harrods Creek, Ky. There will be closer tie-ins with NBC-TV affiliated stations throughout the country and with community leaders in those cities in an effort to develop local and regional stories into telecasts of national interest.

[6] Continuing search for new "panel-with-a-difference" formulas, such as the panel-demonstrations and rumpus room settings developed earlier.

Texas Tech Presents TV Series

Texas Technological College of Lubbock, Texas, made its debut on television over KDUB-TV, Lubbock commercial station, with five hours of programs in as many days from April 13 through April 17.

The programs, in a series entitled *A Look at College*, were beamed to high school audiences and the general public from 11 until noon daily. High schools,

to roll: another *Let's Listen to a Story* session is being recorded for broadcast the following Saturday [9:05-9:30 a.m.].

WMCA's juvenile prize-winner last month entered its tenth year of uninterrupted broadcasts. When it was first presented by the station's Public Service and Educational Division in February, 1944, storyteller Jane Evans delighted her audience with the rendering of Walter R. Brooks' "Freddy and the Ignoramus," and since that day New York's children have been listening eagerly every week for her tales.

"Jane Evans" is a trade name given by WMCA to its professional storyteller, and over the years there have been six of them.

This is the first time in the history of the Brooklyn Public Library that one of their weekly story-telling periods has been given over to someone not on their regular staff. It marks a milestone in cooperation between that institution and a New York independent station.

The material chosen for these programs embraces the best of contemporary children's literature, and with very few exceptions has stayed clear of fairy tales and the classics. Selections have included adventure stories, biographies, animal stories, fantasies, fact, and fiction. It is a matter of pride to the department and to producer-director Lilian Okun that never once has a complaint been received from either an author or a publisher concerning the "cuts" necessarily made in their works for radio presentation. On the contrary, WMCA files are bulging with notes of praise and commendation.

The activities of the station's educational department are not confined to *Let's Listen to a Story*. There is a weekly Sunday morning trip into a mythical "Musicland." Based on the requests of its young audience, it brings to girls and boys of all ages selections from operas, symphonies, concerti, ballet music, as well as children's and folk songs.

For the teen-age crowd, there is the nationally-known *Young Book Reviewers*, an unrehearsed half-hour of book discussion by high school students, moderated by Margaret Scoggin, author, critic, and superintendent of work with young people for the New York Public Library. This weekly program, now entering its eighth year, has set a pattern for young people's book discussions

all over the country, not only in broadcasting circles, but also in high school, college, and library groups. Its purpose is to prove to teenagers that it's fun to read and talk about books among themselves. The books for discussion are chosen by the young book reviewers themselves. Any youngster over 12 years of age who has read the book to be discussed on the air gets a chance to talk about it.

Young Book Reviewers is being used as a model within library groups as far afield as Michigan and New Mexico. The taped record of each Saturday morning session is used as text material for a course being taught at Simmons College in Boston. It is also rebroadcast for in-class study of students in junior and senior high schools through the facilities of WNYE, New York's Board of Education radio station, and is recorded by the State Department's *Voice of America* for transmission overseas.

New Type Discussion Program

Maintaining that broadcasters should at least use the media they promote, Dr. Franklin Dunham, chief of radio-TV in the U. S. Office of Education, has been promoting a new kind of discussion program at recent educational TV conferences.

The first experiment was at the National Catholic Educator's Association, Atlantic City [April 6-10], when he had four speakers set up for a panel discussion on TV. The speakers were William H. King, state audio-visual director of New Jersey; Rev. Dr. Leo McCormick, superintendent of parochial schools, Baltimore; Dr. Walter Emery, field consultant for the JCET; and the Very Rev. Celestin J. Steiner, S.J., president of the University of Detroit.

All the speakers were invited to check, observe, and participate in putting on a closed circuit educational show in the Atlantic City Auditorium before the discussion and then to talk out their experiences on the panel discussion before the audience next morning. Then, after the discussion, they reappeared at the demonstration and checked the results of their informal conference.

At the second experiment, another version of the experience-panel took place at the Annual Conference of the Institute for Education by Radio-Television [April 16-19] held at Ohio State University. Here the discussion was on

"Broadcasting by Government Agencies" and included radio-television and motion pictures, especially prepared for TV. Instead of the usual verbalized report the whole session was conducted by demonstration. The participants were: David Gaines, television specialist at the Federal Civil Defense Administration; Commander G. F. Cooke, audio-visual chief of the Army Information Service, Department of Defense; Mrs. H. R. Kenison, television chief in the Department of Public Safety, State of Iowa; Edmund J. Linehan, director of advertising, Savings Bond Division of the Treasury Department; and Alice Skelsey, television specialist, Division of Information of the Department of Agriculture.

Participants brought their own kinescopes, tapes, recordings, and pictures and used only enough time to introduce their audio-visual stories, letting the screen and the sound reproducers perform for them. "The sum total result on the audience," says Dr. Dunham, "is that of complete satisfaction in receiving the story that is presented. All the terror of ad-lib presentation, often wandering from the point to be made, is eliminated and, of course, nothing whatsoever is read at the audience. All I claim for these methods is the adaptation of today's good TV techniques, that we use regularly on our TV shows! If we don't adapt our conventions and our meetings to these techniques which we all advocate, all of us become shoe-maker's children, who proverbially have always gone bare-foot! The audience gets most out of it; we know what we are talking about, so frustration is never betrayed because it's not present and we have the satisfaction of knowing we are using the tools of our trade—the most efficient yet discovered."

Frenkil TV Award

The Speech Department of the University of Maryland has announced the Victor Frenkil TV Script Award—a single prize of \$500.

Eligibility is limited to college students currently registered in colleges or universities which offer courses in radio and/or TV.

Entries must be one-half hour in length and will be judged on the potentiality of professional writing. Entries must be received on or before May 11, 1953.

Here and There

Newark Creates Radio-TV Department

Because of the increasing importance of mass communications in education, the Newark Board of Education created a new Department of Radio and Television on April 1.

Formerly, Radio Station WBGO-FM and the Newark Board of Education television activities were a part of the Department of Libraries and Visual Aids, of which Marguerite Kirk is director.

The new supervisor of radio and television is Marie C. Scanlon, an active AER-T member. Miss Scanlon has been a writer and producer with WBGO since that station was in the planning stage six years ago. She was appointed acting supervisor of radio and television one year ago after the resignation of William R. Pfeiffer, former supervisor of WBGO.

Chicago's Radio-TV Workshop

Many high school students may think of the dim days of radio "as a device that transmitted sound but no pictures." In reality, however, a large number of Chicago high school students are actively producing and presenting radio programs over WBEZ, Board of Education station, as members of the Chicago public schools Central Radio and TV Workshop.

Television techniques and production are also presented in the workshop in anticipation of the need students will fill in the programming of the "new" medium.

Fifteen years ago, when the Radio Council was founded, one of the tenets of the Council was to train high school students in radio techniques and good listening appreciation. Over the ensuing years the workshop students have become an integral part of the Radio Division's operations. They have a real existence in contributing to the dramatic programs offered.

Today, all productions of the Division of Radio and TV, those on stations WJJD and WIND as well as on station WBEZ, are presented by students from Chicago high schools—members of the Central Radio and TV Workshop.

Each Thursday evening, with the per-

mission of their principal and parents, students meet in the public schools central studios for radio and TV study under the supervision of Radio Council staff members. They learn basic production technique of radio and TV, covering script preparation and analysis, dramatic presentation, and evaluation.

George Jennings, director of the Division of Radio and Television, Chicago Public Schools, maintains: "The Central Workshop gives a basic understanding of the best the mediums have or can produce and a desire on the part of the student to listen and view better communication programs." Jennings is also proud of the steady flow of workshop students into the commercial fields of radio and TV in Chicago. In fifteen years he estimates over two hundred and fifty workshop graduates have gone into radio, and more recently television, as a career.

Survey School TV Use

What are you doing with television?

Scholastic Teacher Magazines asked this question of school superintendents in the 65 cities and counties of the United States with local television stations. Fifty-two replied. Details of their answers are reported by Nancy Faulkner in "The Present Pattern of Educational TV" in the March, 1953, issue of *Scholastic Teacher*.

Thirty-three school systems according to the survey, are presenting regular educational programs over commercial television stations. Seven use the medium only occasionally and 12 not at all.

Eighty-eight per cent of the school systems now working with commercial TV are in some stage of planning for independent educational TV stations, the survey indicated. Houston, Texas, schools expect to be on the air in a few weeks. Others reported that they were preparing applications for construction permits, letting contracts, or actually building stations.

The 33 school systems now telecasting regularly over commercial outlets spend from 15 minutes on the air every other week [Bloomington, Ind.] to eight and a quarter hours a week. [Philadelphia]. Seventy-five per cent of these use television for some form of school

public relations, 47 per cent for direct teaching, and 27 per cent for adult education.

Typical public relations programs reported include classroom demonstrations, school population surveys, presentations of school health and safety services, PTA activities, building programs, athletics, plays and operettas, and the explanation of curriculum development.

Twelve superintendents reported use of television for direct school teaching. Youngsters in Washington study French and science, and Philadelphia pupils are taught music, art, social studies, health, and science over the air.

Nine reporting school systems offer education for adults. Among these are the Syracuse, N. Y. schools presenting such subjects as fencing, conservation and gardening; and the Cleveland system, offering programs on automobile operation, art, and law for the layman.

Skornia Heads NAEB

Dr. Harry J. Skornia, former radio director and chairman of the Department of Radio, Indiana University, and presently radio attaché, American Embassy in Austria and radio officer of the Red-White-Red Network in Austria, has been named executive director of the National Association of Educational Broadcasters, and will take office June 1.

Skornia also is to serve as manager of the Kellogg Radio Project in the Division of Communications at the University of Illinois. His appointment has been approved by President George D. Stoddard of the University.

Skornia is well known in educational broadcasting circles. He served at Indiana University between 1942 and 1951. For three years he was president of the Indiana Association for Education by Radio. He's a former director of Region III, NAEB, a former member of the Advisory Committee, School Broadcast Conference, and was a member of the Planning Committee of the Ohio Institute for Education by Radio.

He has taught at Arkansas City Junior College, DePauw University, and the University of Michigan, as well as at Indiana; served on the staff three summers at the Wisconsin Radio Institute; and conducted tours in Mexico and in Europe.

The new executive director served as visiting expert, office of military gov-

ernment to German Radio stations in the Berlin and American Occupation zones in 1948 and in a similar capacity in 1949. He's completing two years of service in his present posts.

Armstrong Perfects Multiplex FM Transmission

The perfection of a system of multiplex radio transmission by Dr. Edwin H. Armstrong, professor of electrical engineering at Columbus University, and John H. Bose, of Columbia's Marcellus Hartley Research Laboratories, that enables FM broadcasting stations to transmit simultaneously two or more different programs was announced by Dr. Armstrong at Columbia on March 16.

The system is the most recent development based on principles which were described by Dr. Armstrong in his original announcement of his FM system in 1935. The new development, however, employs a number of improvements created since World War II.

The result, according to Dr. Armstrong, will be to double, at least, the effective function of the FM transmitter, "with obvious far-reaching effects on the methods of broadcasting radio communications of all kinds."

Several new types of service are made possible by the system announced yesterday. An FM station, for example, can transmit a musical program on one channel, and simultaneously send out on a second channel a voice program such as a speech, news bulletins, or an advertising program; or it can transmit a single program stereophonically on the two channels. It can also act to transmit two independent musical programs so as to relay along a program to another station which it itself is not carrying on the main channel. All of these methods of operation have been successfully tested at Dr. Armstrong's Alpine FM transmitter, KE2XCC, at Alpine, N. J.

Dr. Armstrong added that, of course, the system would not be limited to two channels only.

It was from the Marcellus Hartley Research Laboratories that Dr. Armstrong, a former pupil of the late Professor Michael I. Pupin of Columbia, announced on April 26, 1935, the invention of the FM system of radio transmission and reception which wipes out the effects of static, tube noises, and fading.

The present-day FM set is quite unaffected by the presence of the second channel, Dr. Armstrong said. Listeners on present-day FM sets in fact, are unaware that there is a second program from Alpine that they are missing. Such two-channel transmissions have passed unnoticed for several years from the Alpine station. In order to receive the second channel, a modified form of FM receiver will be necessary, but the number of additional parts required will not unduly increase the cost of the set.

The combination of the two channels, according to Dr. Armstrong, has practical and significant possibilities. There can be a period of the day when the housewife, for instance, may be especially interested in listening to advertising announcements to guide her in purchases. For an adequate period she can have an uninterrupted flow of such announcements on the second channel. There are times of the day when stock-market reports are of primary interest to a large number of listeners; other times when sports news or weather and traffic information may be of special interest. A flip of the switch to the second channel can deliver such news undiluted while the main channel continues to provide the more normal type of radio fare.

Dr. Armstrong declined to estimate the length of time which will be required to set up a regular standardized service, noting that there are problems other than technical ones involved. The new type transmissions from Alpine will continue, he said.

He added that the real significance of the new system is that the most confirmed "Doulting Thomas" will now

be obliged to recognize that *FM will prevail as the final aural system*. It would be completely impossible to multiplex on any AM system, either on the standard band, or on a very high frequency band of the same frequency as the FM stations, and a station operator who can sell time on two channels obviously will outsell eventually the station operator with only one. The cost of equipping a transmitter for multiplex operation is not high. Transmitters already equipped with Serrasoid modulators which are employed in the new system are most readily susceptible to change, he said. Receiver prices will doubtless follow the course they have always taken since the superheterodyne receiver was introduced, producing a set ultimately fitting the capabilities of everyone's pocketbook.

Dr. Armstrong said that with the coming of binaural transmission, all prophecies made in his original announcement at Columbia in April, 1935, about the FM system have come true.

"Those forecasts, considered fanciful at the time," he said, "were elimination of static and fading; absolute realism in voice and musical reproduction; a new era in point-to-point communication; the use of FM to solve the problem of inter-city television; multiplex transmission; and finally binaural or stereophonic transmission.

"When the system was first made public," he said, "it was labelled as a 'visionary dream' by some. But all of the predictions have come true."

The Journal staff trusts that you will all have a pleasant and profitable summer.

Reviews

Youth Discussion: Patterns and Techniques. 400 South Front Street, Columbus 15, Ohio: The Junior Town Meeting League. 1953. 32 pp.

Teachers and youth leaders who are looking for a brief and practical handbook on how to handle discussions will find many helpful suggestions in a new publication, *Youth Discussion: Patterns and Techniques*. This booklet is the newest in a series published by the Junior Town Meeting League.

The early chapters present some fresh and challenging viewpoints as to the nature of discussion and the development of the discussion process. Then come a series of practical chapters designed to give specific aid to those sponsoring or conducting discussions.

"Patterns of Discussion" describes in detail the panel, symposium, interview, and forum techniques, with special emphasis upon the work of the moderator, the contribution of experts, the participation of the audience, and the physical setting. A final chapter recapitulates instructions for the inexperienced discussion sponsor.

Leaders and specialists in discussion techniques from different parts of the country met in a special workshop to prepare this booklet. They have brought together many years of experience in conducting programs with the purpose of sharing the best of these experiences with others.

Every teacher and leader of youth concerned with youth discussion will want to read this important book. Single copies may be secured without charge from the publisher listed above.

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